

DEVASTATION CLASS

EDUCATOR GUIDE • GLEN ZIPPER & ELAINE MONGEON

EDUCATOR'S GUIDE: *DEVASTATION CLASS* BY GLEN ZIPPER AND ELAINE MONGEON

BEFORE READING: STUDENTS WILL PARTICIPATE IN CLASS DISCUSSIONS BEFORE READING *DEVASTATION CLASS*. TEACHERS WILL FACILITATE DISCUSSIONS AND RECORD QUESTIONS/RESPONSES ON A CLASS BULLETIN BOARD OR IN GOOGLE CLASSROOM.

What is known about science fiction stories that students can take into *Devastation Class*? How might students use their knowledge of stories such as *Star Trek* or *Star Wars* to enhance their reading experience?

[[Literacy.RL.9-10.9](#)]

Discuss the concept of children following in parents' footsteps. In *Devastation Class*, two main characters are offspring of war heroes. How might that be a factor in character development in this book?

[[CCSS.ELA-Literacy.RL.9-10.5](#)]

Devastation Class reveals information about characters' backgrounds, medical science, technology, and martial arts that students will need to assist comprehension of the plot. Students should set up a graphic organizer to record this information to help guide discussions throughout the book. For example, the characters names, duties, and major actions could be a table:

During Reading: Students will keep a journal/interactive notebook to record thoughts, feelings, questions, and information while reading *Devastation Class*. Teachers will facilitate discussions with students by conferring with readers, leading small and large group meetings, and assessing learning. For each reading section below, students should choose two to three questions to address for class discussions.

FULL NAME	NICKNAME	DUTIES/RANK	MAJOR ACTIONS
Vivien Nixon	Viv	Cadet/Captain of the <i>California</i>	Birthday in Iso-Rec, a leader cadet on the bridge, smart, friendly, girlfriend of Julian Lorde
John Douglas Marshall	JD	Cadet/Officer on the <i>California</i>	Father is Captain Marshall, best friends with Viv, roommate of Bix. Lazy attitude about work, but capable leader and head cadet on bridge.

CHAPTERS 1 - 5 (PAGES 1-40)

How do the alternating points of view draw the reader *in* to the plot and setting of the story? Use at least 2 examples from this section to explain.

[[CCSS.ELA-Literacy.RL.9-10.5](#)]

How do the authors use JD, Viv, and Liko to help the reader gather needed information about the backstory? Use a specific example from this section to explain your thinking.

[[CCSS.ELA-Literacy.RL.9-10.1](#)] [[CCSS.ELA-Literacy.RL.9-10.3](#)]

[[CCSS.ELA-Literacy.RL.9-10.5](#)]

Describe the ship, the *California*.

What is the purpose of its mission?

[[CCSS.ELA-Literacy.RL.9-10.1](#)] [[CCSS.ELA-Literacy.RL.9-10.3](#)]

Describe Julian Lorde. How do you think these early descriptions of Julian and other minor characters will impact the story? Explain.

[[CCSS.ELA-Literacy.RL.9-10.3](#)] [[CCSS.ELA-Literacy.RL.9-10.4](#)]

What does Vivien learn about her father from speaking with her mom? What does this mean to Viv?

[[CCSS.ELA-Literacy.RL.9-10.3](#)] [[CCSS.ELA-Literacy.RL.9-10.4](#)]

[[CCSS.ELA-Literacy.RL.9-10.5](#)]



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CHAPTERS 5 – 19 (PAGES 41 – 127)

Compare and contrast JD and Nick’s descriptions in Chapter 7. How do you think these two characters will work together, or possibly against each other, in the story as it unfolds? Refer to JD’s thoughts: “There was no denying how much he unsettled me.” (p. 47) Use evidence from the text to explain your thinking.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.3]

Write a sentence or two in your journal/notebook about what PRMs (food) tell about the characters’ personalities. PRMs were “designed and tailored for each of our unique physiological profiles, every meal contained the specific protein, carbohydrate, calorie, and vitamin content we needed for peak physical and mental performance.” (p.45) Choose a character from this section to explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.3]

Who are the *Kastazi*? Why are they important to the central idea of the story?

[CCSS.ELA-Literacy.RL.9-10.2]

Explain the descriptions of Bix and Ohno. Make a statement about what this might mean for Viv as the story moves along. Use evidence from the text to explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.3]

In your journal/notebook, record some word choices the author uses to describe the confrontation of the *California* with the Kastazi Destroyer. (Examples such as “lurking over Gallipoli” and other descriptions of the encounter) Explain how the author uses these words to create suspense and danger in this section.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.4]

Summarize the sequence of major events from page 114 through 123. How does this part of the story both create suspense for later pages AND move the plot forward? Explain your answer using evidence from the text.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.4]

[CCSS.ELA-Literacy.RL.9-10.5]

CHAPTERS 20 – 25 (PAGES 128 – 170)

What do the cadets think happened when they cannot communicate with those on Gallipoli? What do they have to do to move forward? Summarize.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]

Who is Veen Bossa and why does he say he wants the *Delphinium*. What is the *Delphinium*? What are Bossa’s goals? What do you think that means for the cadets on the *California*? Explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.3]

[CCSS.ELA-Literacy.RL.9-10.5]

What does the reader learn about Julian’s character when Julian lies to the students? (p.138-139)

What does this mean for JD and Viv? Explain using evidence from the text.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

[CCSS.ELA-Literacy.RL.9-10.3]

Why does Viv repeat the phrase, “This can’t be real?” over and over? (pages 137-140) What does this say about Viv’s character?

[CCSS.ELA-Literacy.RL.9-10.3]

What does JD find out about Nick? How is this significant to the overall story? Include Dr. Fuller’s programming choices in your answer.

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]

Why does JD stop Viv from handling Nick on page 152? Why is Nick “something more” than a Hybrid? Explain using evidence from the text, and write how you think this event impacts the story?

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]



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What does the recorded message say at the end of Chapter 25? How does the message affect JD and Viv? How does the message relate to the theme/central idea of the story at this point? Explain. [CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

CHAPTERS 26 - 31 (PAGES 171 - 205)

In this section, Nick tells Bix, “Everything will be okay because I know exactly what you’re capable of.” (p. 173) What does Nick know that the others don’t? What do you think Bix might be capable of? Explain using evidence from the text.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

On page 188, the book’s cover quote is revealed: “Fate doesn’t wait for the ready.” What do you think that means? Explain your thinking.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

Re-read the end of Chapter 29. Why do you think the author used a countdown to show the reader what Viv experienced? How does this relate to the theme of the story?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]

Compare and Contrast the countdown on page 192 with the count “up” on page 195. Why does the author use this technique? What do you think that means?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]

Re-read page 145 and then read page 203 again. Compare and contrast the words JD uses to talk to Nick. Explain how the author uses foreshadowing and flashback techniques to move the plot along. (“You say you’re alive. Prove it.”)

[CCSS.ELA-Literacy.RL.9-10.5]

Why does the author use repeated counting to show what happened to the crew and Nick on pages 202-203? Explain the author’s continued technique of using counting to move the plot. Is this effective for the reader? Why or why not? Explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.4] [CCSS.ELA-Literacy.RL.9-10.5]

CHAPTERS 32 - 38 (PAGES 206 - 238)

After the Blink, the crew wonders, “*What do we do now?*” This section skips to two weeks after the Blink. Why would *time* be significant at this point in the book? [CCSS.ELA-Literacy.RL.9-10.5]

Liko, the student, asks himself a tough question on page 212: “What was their ultimate objective?” Who is he talking about? Analyze the quote, “Thankfully we had someone who was already one step ahead of the cadets...” Who is Liko talking about? What do you predict will happen between the students and the cadets? Explain using evidence from this section.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

What are Liko’s plans? What does he have in his possession to help him? Who are his allies in this mission? Explain who you think will be the victors: the students or the cadets? Write a summary using details from the text to explain your thinking.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

CHAPTERS 39 - 42 (PAGES 239 - 262)

What is the “Alliance Emergency Directive Four”? What do Gentry and Cooper say to JD? Why do you think this is this happening? Explain using evidence from the text.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]



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Explain the words, “What do you do when faced with the impossible? You give Roger Bixby an extra 20 minutes to find a solution.” (This line is repeated. Why?) What do we find out about Bix in this section? What does the author reveal about Bix’s character at this point in the story? Explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]
[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.4]
[CCSS.ELA-Literacy.RL.9-10.5]

Who is General Aldridge Staxx? What does he want with the cadets and others on the *California*?

[CCSS.ELA-Literacy.RL.9-10.3]

What happened to the *California*, as you understand it in this part of the story? Why is that significant? Explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]
[CCSS.ELA-Literacy.RL.9-10.5]

CHAPTERS 43 - EPILOGUE (PAGES 263 - 328)

What has happened to Earth? What does that have to do with the *California* and the Kastazi?

[CCSS.ELA-Literacy.RL.9-10.3] [CCSS.ELA-Literacy.RL.9-10.5]

What does Gentry come to understand about the concept of HOPE? What does Gentry tell Cooper and Liko?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

JD received a visitor during his interrogation. Who was the visitor? Why is this significant to the plot and theme of the story?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]

What is the difference between a choice and a malfunction? What does this have to do with Nick? How does this knowledge bring the reader to understand the theme of the story?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]
[CCSS.ELA-Literacy.RL.9-10.4]

Summarize: What does Dr. Fuller want to do with Nick?

[CCSS.ELA-Literacy.RL.9-10.2]

How is JD the “key” to the whole story? What does the reader understand now about the events on the California? Explain.

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]
[CCSS.ELA-Literacy.RL.9-10.4]

What is the *Mindbomb*? What are its three parts? How does the *Mindbomb* affect Viv? Explain using evidence from the text and your thoughts.

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.3]
[CCSS.ELA-Literacy.RL.9-10.4]

Explain what further information the reader gleans from the Epilogue? How does the Epilogue help the reader to bring closure to the story?

[CCSS.ELA-Literacy.RL.9-10.5]

AFTER READING:

CIRCULAR STORIES:

In your journal/notebook, compare the Prologue (pages 4-6) and Chapter 49 (pages 322-328) of the book and tell how you think the theme of the book is carried from the beginning to the end. What do you think emerges as the main theme/central idea of the story?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.5]

THE SCIENCE OF SCIENCE FICTION:

Re-read page 145, page 203, and the Epilogue again. Compare and contrast the characters JD and Nick. Show how JD and Nick are “something more” than what the reader may have originally thought at the beginning of the story. How do JD and Nick reveal the theme of the story?

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.5]



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Quotes:

Choose at least 5 quotes from the book that connected with you as a reader and write them in your journal/notebook. (Include page numbers.) Discuss your quotes with a partner or small group. Create a poster or Google Slide for one of your quotes to display on a gallery wall or Google Slides presentation for your class.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.2]

THE HERO'S JOURNEY:

Discuss in class (or a small group) the idea of the *Hero's Journey*. Now that you have read *Devastation Class*, write a few paragraphs about who you think the author chose as heroes in the book. Do you agree? Who would YOU say is the hero of *Devastation Class*? Explain.

[CCSS.ELA-Literacy.RL.9-10.1] [CCSS.ELA-Literacy.RL.9-10.5]

READING ACTIVITIES: STUDENTS WILL CHOOSE ONE PROJECT FROM THE CHOICES BELOW - OR CREATE A PROJECT - TO SHOW UNDERSTANDING OF THE NOVEL, DEVASTATION CLASS.

Recreate a scene from Chapter 49 (Viv), to act out in class. Write a short Readers Theater script to turn in with your presentation.

[CCSS.ELA-Literacy.SL.9-10.1.a] [CCSS.ELA-Literacy.W.9-10.10]

Build a model spaceship like the *California*. Identify the different parts of the ship, such as the bridge, the students' pods, and the hangar, as you envision them.

[CCSS.ELA-Literacy.RL.9-10.7]

Create a procedures guide (a pamphlet or brochure), for how to use a Hybrid in your daily life activities. Use your knowledge of Dr. Fuller's research and work with creating Hybrids in *Devastation Class*.

[CCSS.ELA-Literacy.RL.9-10.7]

Create a Sketch Note poster using either the science, math, or literary language that helped you understand the book, *Devastation Class*. Show how you related the science, math, or language to the central idea of the story. Use evidence from the text in your creation.

[CCSS.ELA-Literacy.RL.9-10.2] [CCSS.ELA-Literacy.RL.9-10.7]

Create a One-Pager (a creative summary using words and sketches) for the novel including:

- * an image representative of the novel's theme(s),
- * the title and the author's name in a conspicuous area,
- * two quotes from the text that represent the author's style of writing,
- * an image or text that describes the changes of a main character over the course of the plot and one other choice character's development, and
- * a personal connection to the text.

[CCSS.ELA-Literacy.RL.9-10.1; RL.9-10.2] [CCSS.ELA-Literacy.W.9-10.2; W.9-10.4; W.9-10.9]



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GLEN ZIPPER produced the Oscar-winning documentary *Undeclared*, and the hit Netflix series *Dogs*. Born in New York City and raised in Fort Lee, NJ, Glen currently resides in Los Angeles, where he enjoys motorcycle riding and stopping to pet every dog he sees. Follow him on Twitter @Zipper and Instagram @glenzipper.

Award-winning filmmaker **ELAINE MONGEON** wrote and directed the short films *Good Morning* for Warner Bros. Pictures and *Swiped to Death* for Hulu and the Sundance Institute. She also served as an associate producer on *Magic Mike XXL*. Elaine has a love for the outdoors and has been known to spend her time traversing glaciers in Canada and precision motorcycle riding. Originally from New England, she currently resides in Los Angeles. Follow her on Twitter @E_Mongeon and Instagram @elainemongeon.

This Educator's Guide for *Devastation Class* was created by Jennifer Sniadecki.

JENNIFER SNIADOCKI is currently a middle school teacher-librarian and a professional development presenter from South Bend, Indiana. She is an avid reader and will read anything her friends recommend. Jennifer's current passion is promoting her favorite authors' upcoming books. Check out her posts on Twitter (@jdsniadecki) or follow her blog at www.readingteacherwrites.com.



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